

2013-14 Achievement First Bushwick Middle School

Staff Expectations

AF Bushwick Middle is a High Expectations school. We hold high expectations for our scholars on academics and behavior because we know these expectations propel our scholars to be successful in college.

We have high expectations for staff as well. Our goals of closing the achievement gap and changing the life trajectories of our kids are both critical to accomplish and incredibly difficult to do so. We also need high expectations to propel us forward in taking on this challenge.

As principal, my job is to support you and ensure that you develop such that you are able to hit each of these expectations on a consistent basis. When you meet each of these expectations consistently throughout the year, you will be a key partner in preparing our scholars to be successful in college and our ability to achieve our goal of closing the achievement gap will be within reach. The stakes are high.

The list of expectations for 2013 – 2014 has been altered from previous years for two reasons.

1. We have aligned our staff expectations to our core values: it is a clear way to demonstrate that our actions need to align with the core values that serve as a backbone of our school.
2. We believe that these expectations can be hit. Instead of setting expectations at aspirational levels for even our best teachers, but have been realistic and set expectations at the level we think is critical to achieve for the success of our scholars. No longer are we “requiring” every teacher to hit ‘A’ level work on each expectation. We know that teachers have to prioritize at times and so some of these are matched closer to what we would consider ‘B-’ work. We think this is the minimum bar we need to ensure we are doing right by kids. Don’t let that stop you from going above and beyond – you’ll see a few “strong teachers...” comments that explain what you should really strive for on these expectations.

Given the importance of these expectations and the levels where they have been set, I’ve asked our coaches to ensure that each of their teachers hit these targets. The support we provide will be rooted in skill development, but will also be based on clear and transparent accountability for results. Performance and progress against these expectations will be tracked by you and your coach on a monthly basis in coaching meetings. This tracking will empower progress through goal setting, support and accountability to development.

There are isolated times when folks might not meet one of these expectations. That is understandable, but what cannot happen is for folks to opt-out of any of these expectations or not be on a path to meeting the expectation. We will reinforce our expectations through an escalating structure of support and consequences to make sure that we hold ourselves to the standards we know are needed for our kids. The table at the bottom of this document lays out that structure.

We are a High Expectations school because we know that if we adhere to thoughtful expectations we will be able to drive the results we want to see for our kids. My job is to make sure that we do.

With *Pride*,
Mike Roskamm

Staff Expectations:

- *Growth* – Listen to all feedback openly, seek to understand the rationale behind it, and implement quickly (Strong educators seek out feedback actively and always find something in the feedback that they can use to improve their work)
- *Growth* – Analyze data after each IA, write a thorough DDP with clear action steps, and follow through on those action steps immediately (Strong educators use data in this way on an ongoing basis through homework, exit tickets, and other assessments)
- *Growth* – Practice often leveraging coaching meetings, collaboration meetings, grade team meetings, and whole staff PD to build instructional skill (Strong teachers understand that practice is one of the fastest ways to improve and find time with colleagues and coaches at school to do so in addition to the time set aside for practice)
- *Growth* – Improve performance as an educator at AFBMS. Utilize your coach, peers, DST, and outside resources to ensure that you are developing into a strong educator who will have a significantly positive impact on our scholars
- *Discipline* – Arrive to school and all duties on time
- *Discipline* – Model the importance of professional dress (kids are impressionable and easily distracted - please err on the side of conservatism)
 - For men: Ties, non-cargo pants, button down shirts, and professional footwear (no sneakers or casual shoes)
 - For women: Hem length that falls within a hands-width of your knee, no revealing tops including halter or spaghetti straps, and professional footwear (no sandals, flip-flops, or sneakers)
- *Discipline* – Submit lesson plans to the quality specified by your coach by the lesson planning deadline on Tuesdays at 10pm (see Appendix #2 for more clarity around LP expectations by content area)
 - This deadline might get modified for certain teachers at the beginning of the year (up through October) given the different levels of shared planning support
 - This will be based on a conversation with Mike and your coach
 - Regardless of whether the deadline is differentiated or not two key expectations that hold for everyone:
 1. Pro-active communication around missed deadlines or potential missed deadlines is critical (email before the deadline as opposed to after it)
 2. All lesson plans MUST be turned in at least 3 business days in advance of when they are to be taught – this means that Monday's plans must be in by end of day Wednesday, Tuesday's by Thursday, etc.
- *Discipline* – Communicate to your coach before the lesson planning deadline if you are unable to meet it for any reason
- *Discipline* – Assign meaningful homework on my content days and grade it promptly (Strong educators provide high quality feedback on each assignment to ensure scholar development)
- *Discipline* – Enter at least 4 grades / week (2 for specials teachers) and post grades by the grade-book deadline for each cycle
- *Discipline* – Call home consistently: every time you send a scholar out, and at least once each grade-book window for each scholar that you counsel (Strong educators call each counseled scholar at least twice per grade-book window and every time a scholar earns an AD from you)

- This means a minimum of 3 calls home per week
- *Discipline* – Respond to all parent communication within 48 hours
- *Discipline* – Process all emails within 48 hours even if just to say “I need more time”

- *Care* – Cover other teachers when asked to support them and our school
- *Care* – Miss as few school days as possible – scholar and staff attendance is 98%, which means that on average teachers should not miss more than ~3 days of school (Mike’s note: I was a bit too lax / inconsistent on this in 2012 – 2013 and will push back harder on requests for time off that are not absolutely necessary when staff members are already over our 3 day goal)
- *Care* – Assume best intent from other staff members and treat them in a positive light
- *Care* – Do not gossip – if there is an issue between members of staff it should be dealt with face to face
- *Care* – Determine why any scholar is failing your class, communicate this to the scholar, and collaboratively problem solve ways to improve their grade
- *Care* – Provide constructive feedback to other staff members in a way that will help them grow and develop as an educator or teammate

- *Zest* – Actively participate in all PDs, coaching meetings, grade meetings, department meetings, and school-wide meetings to collaborate with others to improve our school (Strong educators also look to attend broader school-wide functions including award ceremonies, J-factor events, and others)
- *Zest* – Bring enthusiasm to all interactions with scholars, parents and staff AND demonstrate a love for working with them on a daily basis
- *Zest* – Bring the same energy and enthusiasm to duties as to the classroom

- *Integrity* – Model our school’s values at all times
- *Integrity* – Communicate pro-actively around any potential missed deadlines, absences / lateness, and other concerns with coach and principal
- *Integrity* – Adhere to the standard that scholar grades should be based approximately on a 50% effort and 50% achievement split
 - Achievement grades come from the following – IAs, Quizzes, Exit tickets / Homework / Classwork accuracy, Mastery of skills or standards and other performance indicators
 - Effort grades come from the following – Homework completion (as opposed to accuracy), Classwork completion, Engagement in class / Participation, Adherence to expectations, or other effort and habit indicators
 - Final scholar grades are up to the teacher’s discretion with oversight by their coach, but should fall within the following range to align with our goal of having <10% holdovers
 - % Fs: 0% - 15%
 - %As: 10% - 40%

- *Integrity* – Follow through on all commitments including meeting next steps and self-imposed deadlines (Strong educators develop personal organization systems that enable them to be more efficient and effective at completing tasks)
- *Integrity* – Find a path to balance in this work such that you can grow and develop professionally while also maintaining a life outside of work (Strong educators develop personal goals and stick to them)

- *Team* – Develop and help maintain a culture of open, honest communication finding the time to have “difficult conversations” when concerns or issues arise
- *Team* – Put the needs of the team ahead of my own and put aside minor differences for the strength of a united staff
- *Team* – Document and share all lesson plan materials (Strong teachers also seek out ways to collaborate across the network and look to help other schools or teachers as much as possible)

Appendix #1: Structure of support and consequences:

The table below lays out the tracking, communication and support / consequences that entail from missed expectations. This table will be the standard way we address performance issues, but will be modified for egregious violations of our expectations or for situations when a staff member does not engage in an attempt to fix the issue addressed.

Each expectation is treated separately, but when multiple expectations are missed or when similar expectations are missed we will escalate the level of support and consequence.

Action	Tracking and Communication	Support and Consequences
1 st missed expectation	Email from coach to teacher indicating breach	Conversation in a coaching meeting
2 nd missed expectation	Email from coach to teacher and Mike indicating breach	Additional meeting with coach to diagnose root causes and design an action plan with embedded calendar reminders
3 rd missed expectation	Email from coach to teacher and Mike indicating breach	Audit of independent work time with your coach, IWT planned explicitly with deadlines assigned for each piece of the expectation
4 th missed expectation	Email from coach to teacher and Mike indicating breach	Meeting with Mike to discuss root causes and align on best next steps moving forward
5 th missed expectation	Email from coach to teacher and Mike indicating breach	Warning Letter issues explicitly stating the problem and the proposed action steps to rectify the problem
6 th missed expectation	Email from coach to teacher and Mike indicating breach	Performance Improvement Plan initiated with an explicit path indicated to avoid termination or non-renewal
Multiple missed expectations over the course of two weeks	Email from coach to teacher and Mike indicating breach	Meeting with Mike and potential Warning Letter or PIP issued with an explicit plan to get solve the problems discovered

Appendix #2: Lesson Planning expectations

General expectations:

Lesson plan expectations have been murky in the past. We wanted to take this space to clarify what is to be turned in by the deadline. Different content areas have slightly different expectations, but the general approach is below. We have also included more detail for certain content areas. Reach out to your coach with any questions.

Lesson plans include:

1. Aim
2. Do now
3. Key Points
4. Model/Think Aloud
5. Criteria for Success
6. Check for understanding
7. Guided Practice
8. Independent Practice
9. Exit Ticket
10. Relevant resources [texts]

One caveat:

1. There are definitely lesson plans that do not follow this structure (close reading, cumulative review, discussion, and “read to learn”). In those situations, please send the relevant and complete version of these lessons plans.

History lesson plan expectations are slightly different:

1. **Updated aims calendar:** This is so your coach knows where you are within the unit, how this aim fits into the overall sequence, and how your pacing for the unit is.
2. **Lesson Plans:**
 - If writing own plan:* Submit network designed lesson plan template (aligned to lesson type) filled out completely.
 - Think alouds scripted
 - Exemplar written responses included
 - If using shared plans:* Submit the shared plan pulled from better lesson with either
 1. Tracked changes to show edits you made to the original plan
 2. Another row added below Aims with key points and CFS

Specials plans are altered as well:

- AIM
- Connection to Unit or broader understanding
- Core Instruction of the AIM (INM). In other words, the “what” and “how” key points.
- Lesson Agenda (flow of the class period with time stamps)
- Assessment w/ Criteria for Success

Teacher Reflection:

The Core Value I am most looking forward to modeling for staff and scholars is: _____

The way I'll do it is: _____

The Core Value I am going to need to work the hardest at to get right is: _____

My plan for getting this right is: _____

Clarifying questions (or comments) for Mike: _____
